**Guidelines for BCSD Librarian NYLA/APPR Rubric**

BCSD Librarians are evaluated based on the New York Library Association rubric; however, it is essential to realize that librarians in different buildings have different roles and are charged with varied responsibilities. For example, elementary librarian schedules are determined by building needs, resulting in dissimilar schedules and responsibilities, and these schedules and responsibilities are also unlike those of the secondary librarians. Therefore, evaluative feedback according to the rubric will require some adaptation, adjustment and reinterpretation. Librarians will be evaluated as satisfactory/unsatisfactory.  
  
Each librarian will upload or bring appropriate evidence to his or her final evaluation meeting so that, through conversation, the evaluator and librarian can determine appropriate evidence based on the individual building’s needs and that library media specialist’s responsibilities. Evidence may include, but is not limited to, examples such as the following:  
  
**1. Knowledge of Students & Student Learning**  
Instructional plan (being updated to align with CCS) incorporating Information Literacy Skills

& Student Technology Literacy Skills (1.1)  
Summer Reading Lists (1.3)  
Differentiated Materials (1.2)  
  
**2. Knowledge of Content and Instructional Planning**  
Information Literacy Skills and Indicators scaffolded by grade level (being aligned with CCS)   
 (2.1)  
Research Protocol (Elementary) (2.2)

24/7 access to websites with Iibrary information and research resources, including databases

(2.3)

Lessons planned with classroom teachers (being aligned with CCS) (2.1, 2.2)  
  
**3. Instructional Practice: Teaching for Learning**  
Students form and seek answers to questions, student research projects (3.6, 3.2)  
Diverse means of instructional delivery (i.e. flannel board, website, SmartBoard) (3.4)  
Evidence of LATIC (i.e. connected learning, global citizenship and technology  
 infusion) (3.4)  
IDE How-To sheets (3.4)  
Independent book selection (3.4)  
Students use multiple resources, including databases (3.6, 3.2)  
  
**4. Learning Environment**   
Equitable access to library resources from school and from home (4.2)  
Library’s collection promoted to students and staff (4.3)  
Collection demonstrates evidence of management, through acquisition and weeding, and

reflects students’ interests and curriculum needs (*Titlewise* analysis) (4.3)  
Learning community needs met through flexible use of library space (4.1, 4.3)  
  
**5. Assessment for Student Learning**  
Use of formative assessments to drive instruction (could be ticket to leave, worksheets,

checklists, etc.) (5.1, 5.2)

**6. Collaboration & Professional Responsibilities**  
Student work demonstrates respect for intellectual property (6.1)  
Communication flyers and emails (6.2)  
Administration/librarian meetings, district committees, community programs (6.2, 6.3)  
Collaboration with teachers, other district librarians and library system colleagues and public

librarians (6.3)  
  
**7. Professional Growth**  
Journals read, conferences, courses (7.1, 7.2, 7.4)  
PD applied, turnkey opportunities, study groups, pathways (7.1, 7.2, 7.4)  
Building level goals – specific to buildings (7.3)